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THE FORMATION OF DIALOGICAL COMPETENCE IN CHILDREN OF MIDDLE PRESCHOOL AGE BY MEANS OF STORY-ROLE GAMES

Relevance of research. Children's knowledge of the world and their socialization presuppose their engaging in communication processes as well as the ability for establishing communication. Therefore, the priority of modern educational institutions lies in the formation of communicative competence. The preschool age is the most favourable for the formation of dialogical knowledge and skills in the children. The teaching of preschool children in dialogic speech has been the subject of research of such scholars as M. Vashulenko, N. Galskova, N. Gez, L. Kalmykova, G. Kolshansky, V. Kostomarov, O. Leontiev, Y. Passov, M. Pentylyuk, T. Pirozhenko.

The **purpose** of the study is to determine the theoretical basis for the formation of dialogic competence in children of secondary preschool age by means of story-role games.

Results.

The development of cohesive speech is one of the important tasks for the development of preschool children's speech, which requires the formation of monologic and dialogic skills. Dialogue is the interaction of two or more persons during which they exchange information.

Communication is the basis for language learning. The development of dialogic speech in middle-aged children is carried out under the condition of involving the children into active speech environment, as well as in interaction process with those who surround them, being parallel accomplished in different systems - "child-child", "child-adult", "one-children". The content and forms of dialogical interaction of children with adults and peers differ significantly [1].

The main forms of conversational speech taught to preschoolers include conversational interaction and polylogue.

For the development of dialog speech in the children the effective use of the technique of creating special speech situations is needed that develop children's ability to negotiate, to ask questions, to demonstrate different feelings. In this respect the teachers should use visualization, subject pictures or series of pictures. The child can be asked to play an imaginary dialogue between the characters of the picture [2].

Conversation is one of the main methods of developing dialog speech in pre-school children. While working with preschoolers, the conversation can be used by a teacher as a special verbal method that determines the lesson's content and its parts, such as introductory conversation, explanatory interaction, generalizing, conversation-support of any activity, etc. This method involves focusing on the topic of conversation,

revealing a sufficient level of knowledge of what is to be discussed. Consequently, conversation is used along with other methods and requires careful preparation for using it by the teacher [3].

V. Yashina points out that the speech activity of a child during a conversation differs from the ordinary conversation with its arbitrariness of utterances, first of all by internal programming, planning of one's utterance. The lexical stock of children is activated, specified and enriched. The topic of the conversation is also important; it differs depending on child's approach to the phenomena discussed in the conversation. The requirements for choosing the topic of conversations with children can be summarized as follows: the content of conversations should be phenomena that are well known to children, but which need additional explanations and considerations.

The conversations are categorized as follows: by the painting or content of the work of art; depending on the purpose and methods (introductory, accompanying and final parts); according to the content (cognitive and ethical conversations) [4]. The main task of an adult is to fully stimulate, approve, support the initiative, the activity of the child in communication, convincingly proving the dependence of child's success in joint activity on the ability to negotiate, persuade, to possess dialogical skills.

A role-playing game is a kind of creative game that involves playing the roles of pertinent stories. During the game, children are involved not only in play relations, but also in real ones, which also activate dialogical communication [5]. Scientists and educators have noted that because of a variety of psycho-logical, pedagogical and social reasons, children have often replace game relationships with simple toy manipulation that does not require meaningful communication. Therefore, the task of the teacher is to help children establish a game interaction, filling it with interesting content for children, thus encouraging the exchange of replicas comprising a dialogue. One of the effective means of developing conversational skills in the children is the reception of verbal assignments that encourage children to communicate with adults and peers. It is important to help them understand how to act in speech process, thus teaching children to express their actions in words by means of certain role model.

V. Kostomarov noted that the peculiarities of real communication characterized by extralinguistic conditionality reveal two-way creative productive character. This should form the basis of communicative learning, and the speaker should be constantly in situations of communication, within the stimuli and motives of real communication.

Thus, communicative teaching is a methodological strategy whereby the whole system of such a teaching is conducted by means of communication and for the purpose of teaching communication. The ultimate purpose of such a teaching can be defined as the formation of a linguistic personality possessing skills to effectively, communicatively justify the use of linguistic means in various forms and spheres of communication [6]. For the realization of game plans during the story-role play children use different words, speech patterns. their own actions, objects. The development of imagination is carried out together with the development of speech. During the game, speech is developed with realizing opportunities; and with expressive means the game becomes vivid and meaningful.

Initially, preschoolers use the words to denote actions (to understand them), then later replace them with the action, expressing their thoughts and feelings. Particularly

important are the words in director's games, since the child organizes the game as a director in them, regulating the relationships of the actors. The roles players in such games are toys (dolls, animals), other objects on whose behalf the child acts.

Forming the dialogic competence in preschool children involves the development of dialogic knowledge and skills. Therefore, for the automation of dialogic speaking skills, a system of training exercises is useful, where children learn to create microdialogues using different types of dialogic discourses. Training exercises are used to master the ready-made speech models, different types of dialogic discourses through repeating imitation.

Playing speech exercises presupposes teaching children how to build dialogue and reproduce typical communication situations, such as: "Greetings", "Farewell", "Dating", "Request", "Gratitude", "Consent", "Apology".

One can also use the author's literary dialogues to develop the dialogic skills in the children, especially the dialogues of cumulative fairy tales. Children reproduce pieces of texts and, in addition to dialogues, acquire translation skills, activate their speaking skills in vocabulary, grammar, phonetics, and learn intonational expressiveness of speech.

Conclusion. So, the communicative-speaking situations comprise an effective method of developing conversational speech skill in preschoolers. Therefore, the development of dialogic competence in middle-aged children involves the development of dialogic knowledge and skills and capacities. The role-playing game is one of the effective ways of involving the children in real communication.

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